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AUTHOR Taber, Margaret R.
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ABSTRACT

This practicum was designed to assess the need for a college-wide policy on instructional technology at the Metropolitan Campus of Cuyahoga Community College (Ohio). Before designing strategies for obtaining this policy, several investigations were undertaken: (1) college publications were studied to determine how other policies and procedures were implemented and if a policy on instructional technology would be consistent with the educational objectives, philosophy, and purposes of the institution; (2) the stated goals of the district and campus presidents were reviewed to see how a policy and procedure on instructional technology could help accomplish them; (3) the campus-wide policy and procedure on curriculum development was studied as a guide for the development of policy and procedure on instructional technology; (4) meetings were held with campus administrators to determine their potential roles; (5) faculty members were interviewed to establish their levels of interest; and (6) pertinent literature was examined. The results of these investigations are discussed, and four resulting strategies for obtaining the policy are presented, each focusing on a different potential change agent within the institution. (DC)

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A STRATEGY TO OBTAIN A SCHOOL POLICY ON INSTRUCTIONAL TECHNOLOGY

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by

Margaret R. Taber, M. S. Engr.

Cuyahoga Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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DEGREE OF DOCTOR OF EDUCATION

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INTRODUCTION

Cuyahoga Community College is a multi-campus district consisting of three Campuses and a District office. It is the third largest school among Ohio's two and four year colleges and universities. The three Campuses are Eastern, Western and the Metropolitan Campus located near downtown Cleveland, Ohio. Each Campus has its own administrators, faculty, staff, library, and budget. Each functions through its own administrative organization and councils, its campus advisory committees and commissions, and its Faculty Senate organization. A President heads the District, with each Campus President also acting as a Vice President of the District.

Eleven years have passed since the writer joined the faculty of the Engineering Technologies Department at the Metropolitan Campus. For the past three years she has been experimenting with a modified form of PSI (Personalized System of Instruction) in the Electric Circuits classes.

The Title

The title of this practicum has been changed from that given on the practicum proposal. Orginally "A Strategy to Obtain a School Policy on Innovative Curriculum Development", it now becomes "A Strategy to Obtain a School Policy on Instructional Technology".

Instructional Technology as defined by the Carnegie Commission on Higher Education is a much broader term. (1, p. 89)

> The enrichment and improvement of the conditions in which human beings learn and teach achieved through the creative and systematic organization of resources, physical arrangements, media, and methods.

The "new" practices such as multimedia instruction, team teaching,

performance contracting, external course or degree programs, and flexible scheduling are all part of Instructional Technology. They supplement the traditional lecture-textbook method familiar to everyone.

Innovative curriculum development remains important and may be the area where most of the emphasis is placed, but one of the other new practices may be preferable for a particular course or program of study. Investigation into a broader spectrum of school policy and procedure should benefit the study.

The Statement of the Problem

The College has supported development of innovative instructional materials, but has formulated no fixed school policy or procedure. Not all Department Heads and faculty members know that there have been and still are monies available in the campus budget for curriculum development. Therefore, some instructors who developed individualized instruction programs received no school support. Other instructors took an extra pay part-time curriculum development assignment, while a third group received release time. Some faculty benefit from the help of professional assistants or tutors, while a few have even received foundation or government grants.

Most instructors do not know where to find information about various methods of instruction. Many Department Heads, Coordinators, and faculty members do not know what innovations other departments have installed. Faculty members who have good projects do not know where to go for assistance, whether it be for additional funds, release time, ideas, media preparation, etc.

No means exists, such as a district or campus committee on instructional

technology or a Campus Dean of Instruction, to encourage and coordinate innovative instruction and curriculum development. Except through regular administrative channels, it is impossible to make recommendations about a school policy, a procedure for development of instructional technology, or the use of facilities for innovative programs.

BACKGROUND AND SIGNIFICANCE

For the past few years at the fall faculty meetings, the District and Campus Presidents have encouraged the faculty to become involved in innovation. Comments heard from the faculty are:

> "I already have too much to do, give me release time and I will develop some new curriculum materials."
>
> "I am already an innovative instructor; I use innovation every day in the class room."
>
> "Some departments or individuals have an 'in' with the administration. They get all the money for special projects and there is no money left for us."
>
> "I had an idea that I wanted to try, but everytime I ask my Department Head for help and permission to try it, he says no."
>
> "We learned by the conventional lecture-textbook method. If it was good enough for us, it's good enough for today's students."
>
> "I would like to do something with the courses I teach, but I don't know where to start."

When school starts most of the discussion about being innovative stops and everything returns to past practices. However, for the College to be the "peoples" college, to serve the new student, the community, to continue the policy of the open door, instructional technology must be developed.

This is the time to consider and develop a school policy and procedure on instructional technology. At the District, there is a new President. The new President with concurrence of the Board of

Trustees created the new position of Vice President for Educational Planning and Development. This position has been filled and his major efforts relate to a review of the college's educational master plan. There is also a new President of the Metropolitan Campus, a new Dean of Business and Sciences, and a new Dean of Humanities and Social Sciences.

For a background on instructional technology, the report and recommendations of the Carnegie Commission on Higher Education, The Fourth Revolution Instructional Technology in Higher Education, should be thoroughly read. (1) Several excerpts that apply to this practicum will be given from this book. No attempt has been made to reword or paraphrase them, because to do so may change the meaning or implications.

The Carnegie Commission give eleven reasonable goals for instructional technology to be reached by 1980 -- only five years away. (1, pp. 89 - 93) Of these eleven the following six have direct relation to this practicum:

1. Institutions of higher learning will have accepted a broad definition of instructional technology such as: The enrichment and improvement of the conditions in which human beings learn and teach achieved through the creative and systematic organization of resources, physical arrangements, media, and methods.

2. Most colleges and universities will have devised adequate administrative and academic authority and procedures for the encouragement and appropriate utilization of instructional technology.

3. Colleges and universities who are responsible for training prospective teachers for high schools and colleges will have incorporated instruction in the design of courses and in the effective utilization of instructional technology (as broadly defined in this report) in their curricula.

7. Extramural higher education programs should be available to most Americans through Open University type programs initiated by existing colleges and universities, states, or cooperative learning-technology centers.

10. Systems for identifying promising instructional materials will have been developed, and procedures for encouraging their development and utilization will be operable.

11. New professions for persons engaged in creating and developing instructional materials on the nation's campuses will have emerged.

The Carnegie report, The Fourth Revolution, says that there is a deficiency in the software for instructional technology. (1, pp. 12 - 14) They give six important reasons, the following have direct relation to this practicum and Cuyahoga Community College:

1. Instructional technology is not uniformly welcomed by the academic community.

2. Faculty members who are interested in designing learning materials for the new instructional technology usually are not properly rewarded for their efforts.

5. Few faculty members have the combined interests and expertise in subject matter, media development, and learning theory that the design of high-quality instructional materials requires. Some campuses do not have this combination of expertise available even in different individuals.

6. Faculty members have been disenchanted by persistent findings in many studies that the learning effectiveness of instruction provided by technology is not significantly different from that of "good professors and teachers using conventional modes of instruction."

The studies referred to in item 6 have been in the instructional use of television, computers, films, and programmed instruction. No mention was made of audio tutorial, PSI, or use of several modes of instruction where the students chooses the method or methods he wants to use. The Carnegie Commission does not regret that educators and manufacturers are moving cautiously, but they do emphasize that the colleges and

universities should put forth greater effort to design and use instructional technology.

Also in the book The Fourth Revolution, the Carnegie Commission gave fifteen recommendations about instructional technology in higher education. (1) There are five recommendations that relate directly to the subject of this practicum.

Recommendation 1 gives the reasons or significance of the development of instructional technology:

> Because expanding technology will extend higher learning to large numbers of people who have been unable to take advantage of it in the past,
> because it will provide instruction in forms that will be more effective than conventional instruction for some learners in some subjects,
> because it will be more effective for all learners and many teachers under many circumstances,
> and because it will significantly reduce costs of higher education in the long run,
> its early advancement should be encouraged by the adequate commitment or colleges and universities to its utilization and development and by adequate support from governmental and other agencies concerned with the advancement of higher learning.

Recommendation 2 urges the production of more learning materials or innovative curriculum development. Before faculty members create their own materials, they should thoroughly investigate commercially available instructional units, or units designed by others at the school. This is where a College listing and/or state-wide listing would be helpful. There are some nation-wide listing already available. However to make use of this, there must be a college policy and national policy on copyrightable and patentable materials.

> Since a grossly inadequate supply of good quality instructional materials now exists, a major thrust of financial support and effort on behalf of instructional technology for the next decade should be toward the development and utilization of outstanding instructional programs and materials. The academic disciplines should follow the

examples of physics and mathematics in playing a significant role in such efforts.

Recommendation 3 states the commitment needed by institutions:

> Institutions of higher education should contribute to the advancement of instructional technology not only by giving favorable consideration to expanding its use, whenever such use is appropriate, but also by placing responsibility for its introduction and utilization at the highest possible level of academic administration.

To further elaborate on this recommendation, they give three steps to create the proper environment for utilization of the new technology:

1. An institution should demonstrate its commitment to effective instruction. - - - Where such officers do not now exist, they should be appointed.
   Among their responsibilities for mobilizing their institutions' total instructional resources should be effective utilization of technology.
   Under their auspices, information about instructional technology should be maintained and made available to faculty members.
   They should arrange training sessions for faculty members interested in developing learning materials that utilize advanced media and procedures.
   They should serve as campus liaison with governments, foundations, and other sources of financial support for introducing promising innovations in the utilization of new media and techniques.
   They should assume responsibility for identifying effective uses of technology on campus and, when appropriate, for calling it to the attention of the total faculty and of regional, national, or professional organizations engeged in the development and distribution of educational materials.

2. Institutions should, to whatever degree their resources permit, make the new technologies available for use on the campus.

3. Finally, institutions should provide adequate professional assistance to faculty members engaged in the development of instruction utilizing advanced media.

Recommendation 11 recognizes that development and revision of instructional technology requires more time than when using the conventional lecture-textbook method. An adequate reward system is required to encourage faculty members to get involved:

> Colleges and universities should provide incentives to faculty members who contribute to the advancement of instructional technology. Released time for the development of instructional materials and promotions and salary improvement for successful achievement in such endeavors should be part of that encouragement.

Recommendation 13 recognizes that there are several specialists involved in instructional technology, the teacher, the instructional technologist, the media technologist, and the information specialist:

> Colleges and universities should supplement their instructional staffs with qualified technologists and specialists to assist instructors in the design, planning, and evaluation of teaching-learning units that can be used with the expanding instructional technologies. Institutions of higher education at all levels should develop their potentials for training specialists and professionals needed to perform the new functions that are associated with the increasing utilization of instructional technology on the nation's college and university campuses.

Instructional technology requires knowledge of hardware, but more important, is that the instructors know how to use and develop materials for use with the hardware. To achieve this, staff training and development is a must. Staff development is such an important subject that the AACJC selected for its 1973 Assembly the topic "Educational Opportunity for All: New Staff for New Students". (2)

This is not the first time that AACJC directed attention to staff development. The Association published in 1967 "Junior College Faculty: Issues and Problems". An AACJC faculty development project directed by Derek S. Singer and supported by a Carnegie Corporation grant, identified twelve items of a "well-conceived preservice training program". (2, pp.8 & 9) These twelve items should also be part of inservice training programs. The following five items have direct application to instructional technology:

2. Modern learning theory, including the uses and limits of educational evaluations, testing, and measurements.

3. The theory and techniques of curiculum development.

8. Construction and use of programmed curriculum and other innovative instructional techniques.

9. Handling modern media and educational hardware, including its integration with traditional teaching methods.

10. How to define, implement, and measure specific goals for student learning so as to reach clear, measurable learning objectives within a definite period of time.

A recommendation of "a nationwide drive to prepare and develop faculty and administrators for junior colleges" was made in Breaking the Access Barriers by Leland L. Medsker and Dale Tillery. This is a Carnegie Commission's profile on two-year colleges which was published in 1971. Also in 1971, Terry O'Banion made a study for the President's National Advisory Council on Education Professions Development entitled People for the People's Colleges. This study assessed the needs and made recommendations for staff development programs. It emphasized that inservice programs should have priority over preservice programs.

Staff development was also recognized as a need at the First AACJC Assembly held in the Fall of 1972. The Assembly recommended (3, p. 146):

> We also recognize that many existing college personnel need additional training to serve our current students effectively, and that colleges must develop inservice training programs for all their staff: faculty, counselors, administrators, and trustees.
>
> We Recommend that high priority be given at the national, state, and local levels for the procurement of funds to enable us to upgrade the skills of our staffs. The leadership role of the college president in realizing this priority cannot be overlooked.

Two other reports published in 1973 identified staff development as a continuing and urgent priority, Project Focus: A Forecast Study

of Community Colleges by Edmund J. Gleazer, Jr. and Organizing for Change: New Priorities for Community Colleges by David S. Bushnell. In Organizing for Change, Mr. Bushnell lists six effects on the nation's community junior colleges in his Summary and Conclusions. (4, pp. 135 & 136) Two have direct application to this practicum:

1. Continued support for the concept of the open door will require more effective developmental education program offerings. Tested alternatives directed at strengthening both the student's learning skills and his motivation will be needed. Faculty members will require radically improved pre- and in-service training if they are to effectively meet the needs of a diverse array of students.

3. Strengthened lifelong learning programs will require institutional commitments and appropriate staffing well beyond the current level. Budget procedures and administrative support mechanisms will need to be overhauled to ensure greater continuity of programming.

In the spring of 1973, Jose Chavez, an AACJC intern, conducted a survey of inservice staff development needs. (2, p. 7) The over 700 colleges that replied, indicated need for improvement in the following four areas:

a) self-instructional techniques
b) evaluation procedures for self-paced instruction
c) writing and classifying behavioral objectives
d) multimedia materials and methods.

Five implications of instructional technology for staff training and development in the community-junior college in the 1980's are listed in "A Futuristic Look at Training" by William A. McClelland and David S. Bushnell. (5, pp. 20 & 21) The following four have application to instructional technology at Cuyahoga Community College:

2. The staff must receive more effective instruction on how to teach and must practice these improved skills.

3. The newer technologies of instruction must be understood.

4. Improved expertise must be developed by staff members in course development techniques and more specialists in instructional technology must be available to assist inservice training of staff in the technology of instructional system design and development.

5. Both preservice and inservice training must focus more prominently on the use of small group, interactional techniques in instruction.

To encourage instructional technology involves careful planning. In the planning the following four suggestions must be considered. The ideas are paraphased from an article by Leslie Purdy "Helping Teachers Teach Better". (6)

1. The college should provide opportunities for frequent interaction among faculty who are willing to experiment with new ideas and techniques.

This provides instructors with both a challenge for themselves and a support for each other. They can then act as a model or stimulus for others. Lesie Purdy found that faculty members who experiment with new instructional methods require more moral support from peers and administrators than instructors using traditional methods. Often faculty members will ignore information given at orientation or workshops unless a colleague gives a personal recomendation about the new technique or machine. Any media demonstrations given at orientation should be given by faculty, not by media experts.

2. Support equipment, staff, and resources cannot be forced on the faculty.

The sophisticated equipment and the enthusiastic media expert will probably overwhelm and discourage the instructor who has never used such equipment before. The faculty must first decide to take advantage of these aides. What Dr. William Moore said at our fall conference

regarding students, applies equally well to faculty. Instructors say, "You can lead a horse to water, but you can't make him drink." But Dr. Moore said, "Our job is to make him thirsty, so he drinks himself." A faculty can develop that healthy thirst by viewing good demonstrations, utilizing practice sessions, and employing inexpensive equipment so they can experiment and gain confidence before using the more sophisticated devices.

3. The teaching practices of a faculty illustrate the basic teaching philosophies of the individual instructors.

Usually teachers are not aware of their feelings or ideas about teaching practices. However some of the new methods may violate one of the basic premises on which they base their teaching styles. So the instructors will not feel comfortable with the new methods and will reject them or not really give them a chance.

Before a school can have a successful faculty development program, ways must be found to make the faculty aware of this phenomenon. Encounter groups or a series of discussions provide two possible solutions to the dilemma. Experimentation with a new teaching practice may help expose some of these subconscious feelings and at the same time give teachers a chance to support each other as they begin to view both their profession and themselves in greater depth.

4. A dictatorial governance arrangement will tend to nullify the efforts of various in-service training programs and to countermand reward systems designed for the express purpose of stimulating teachers toward improving their classroom methods.

The administration must demonstrate respect for faculty autonomy and show openness toward modernized teaching practices. If faculty feel

manipulated, instead of innovating in the class room they will innovate devices for opposing administrative policies and methods of generating discontent.

PROCEDURES

1. The College Communication Manual and the Metro Faculty Manual were studied to determine how policy and procedures are developed and implemented.
2. The educational objectives, philosophy, and purposes, of Cuyahoga Community College were studied to see if a policy on instructional technology is consistant with these.
3. District President Ellison outlined his eight major administrative goals for the coming year at the Fall Faculty Conference. A copy of these goals was obtained from his office, and they were studied to see how a policy and procedure on instructional technology could help accomplish them.
4. Metro Campus President Stevenson also outlined his goals at the Fall Faculty Conference. These are not in writing, however in Metro, the President's Cabinet Minutes, he did list four campus needs which he said he would probe and with the help of the faculty and staff do something about them. A meeting was held Dr. Stevenson regarding this practicum.
5. The Campus-wide policy and procedure on curriculum development was studied. This policy and procedure establishes a representative method for curriculum development, but not innovative curriculum development. It was studied for a guide to develop a policy and

procedure on instructional technology.

6. Meetings were held with the Vice President for Educational Planning and Development and the Director of Special Assistance to determine their role in fostering innovative curriculum development.
7. Several of the Metro faculty who are working on or have worked on innovative curriculum development for their classes were interviewed. The main purpose of this interview was to determine what support they obtained from the school, if they would like to meet periodically with other members of the faculty who are working on innovative materials, and if they felt that there should be a school policy and procedure for instructional technology.
8. Current literature about instructional technology and staff development was examined. This was discussed under the Background and Significance section.
9. With the information obtained in steps 1 through 8 of the Procedure, several strategies were developed to obtain action at the Campus and District levels about instructional technology.

RESULTS

1. Implementation of Policy and Procedures

The District and Campus policy and procedures are developed and implemented as shown below (7):

> The sources for College-Wide District policy are limited to government bodies, the Board of Trustees, and the College President. The District Vice Presidents, President's Council and College-Wide District Committees act in a consultative capacity to the College President.
>
> College-Wide District procedure is established to implement College policy. It may be submitted by the College President and in their areas of responsibility by the Executive Vice President and the Vice President of Finance and Business Affairs [and effective fall 1974, the Vice President of Educational Planning and Development]. Generally College-Wide District procedure may be affected by the President's Council. Each campus president is a District Vice President and as such is a member of the President's Council.
>
> Campus operational policy and-or procedure is the responsibility of the respective campus president each of whom is advised by campus deans, administrators, and campus advisory committees such as the Faculty Senate.

The "College Communication System Data Flow Diagram" shown on the next page illustrates this. (8)

With the new District President, there have been a few changes to the above. The President's Council is now called the President's Cabinet. It is the executive advisory body to the President, sharing the College's executive function role with the President and the Executive Vice President. (9) Also there is a new District Coordinating Council. (10)

> DISTRICT COORDINATING COUNCIL serves to insure maximum integration of the College's planning, support and service systems. The council is made up of the President, Campus Presidents or designees, Executive Vice President, Vice President for Educational Planning and Development, Vice President for Finance and Business Affairs, Controller, Coordinator of Project USHER, Director of College

COLLEGE COMMUNICATION SYSTEM

Diagram of College-Wide and Campus Policy/Procedure Data Flow

INPUT

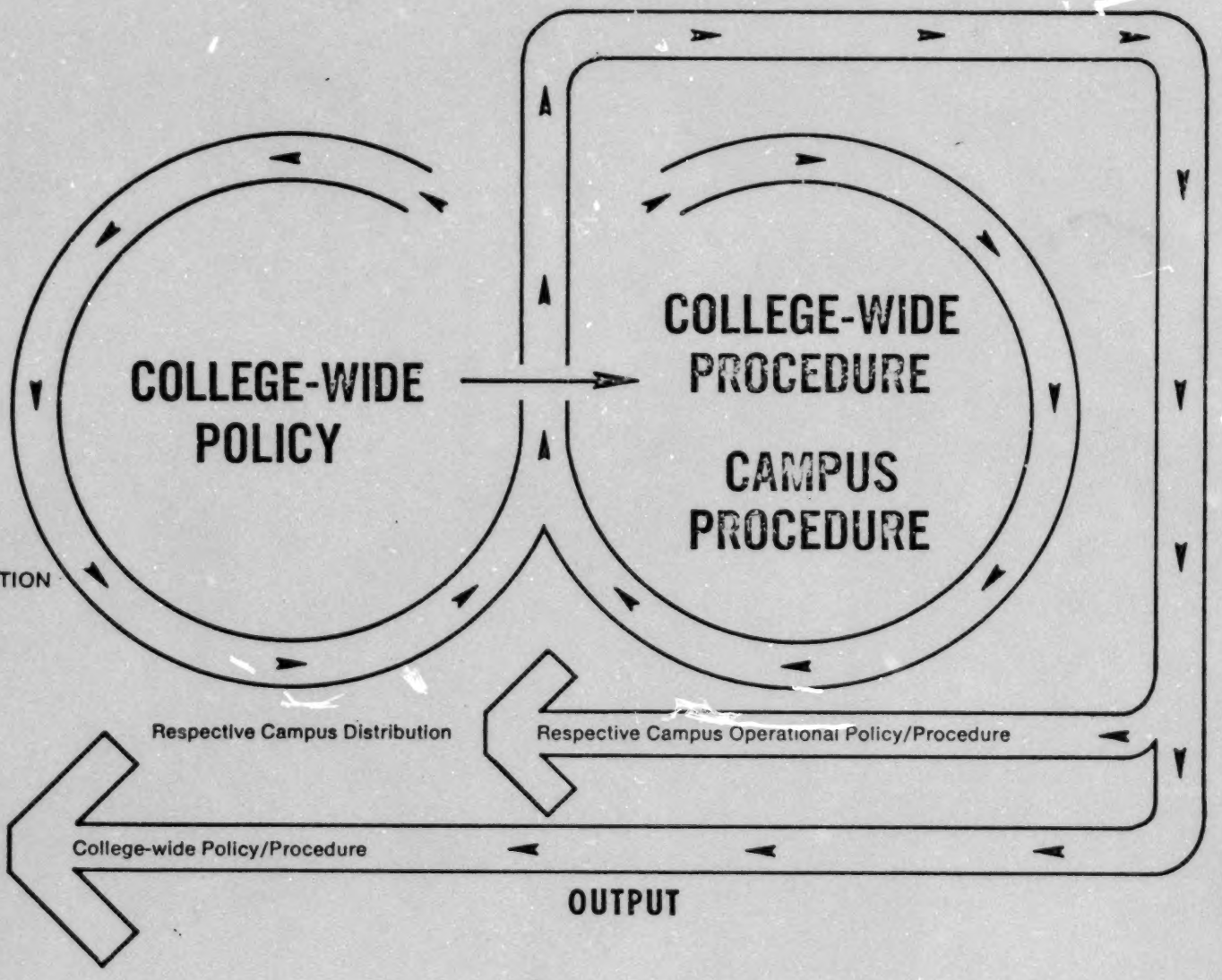
- COLLEGE-WIDE POLICY
  - Governing Body
  - Board of Trustees
  - College President
- COLLEGE-WIDE PROCEDURE
  - College President
  - Executive Vice-President
  - Vice-President, Finance
  - President's Council
- CAMPUS PROCEDURE
  - Campus President
    - Campus Deans
    - Campus Administrators
    - Campus Advisory Committees

OUTPUT

- COLLEGE-WIDE POLICY/ PROCEDURE
- RESPECTIVE CAMPUS OPERATIONAL POLICY/PROCEDURE

DISTRIBUTION

- COLLEGE-WIDE DISTRIBUTION
- RESPECTIVE CAMPUS DISTRIBUTION



from College Communication System Provisional Handbook p 2

Relations, Director of the Computer Center, Director of Equal Employment Opportunity, Director of Institutional Research, Director of Nonacademic Personnel, Director of Special Assistance and others as designated by the President.

Effective January 1975 the Commission Structure shown in Fig. 1 will be implemented on the Metropolitan Campus. (11) The Commission responsibilities have not been spelled out in detail, because the Commissions will construct agendas for action after they have been formed. But it has been stated by the Campus President that the recommendations of the Commissions will be followed unless written rationale is supplied.

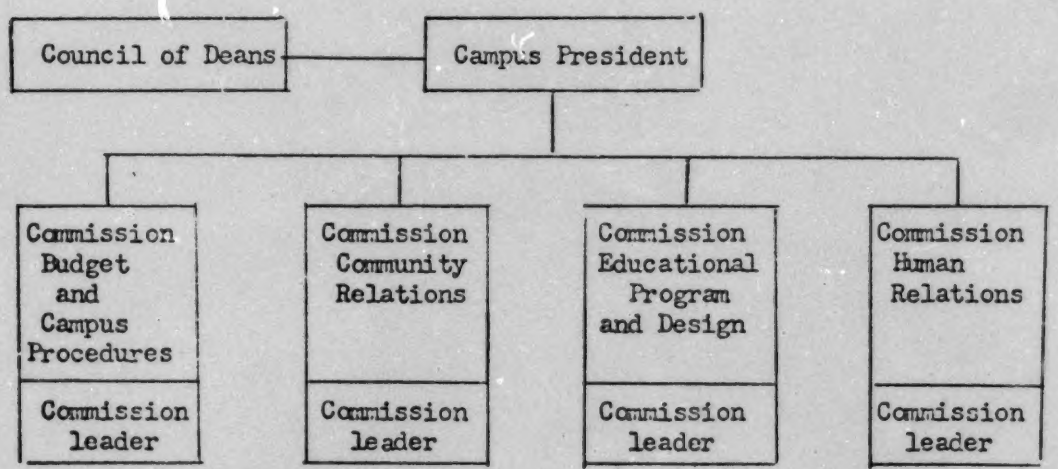


Fig. 1 Commission Structure of the Metropolitan Campus

The membership of each Commission is as follows (12):

1 Leader (This is in addition to regular contract - paid equivalent of one 4-hour course per quarter)
5 Staff
5 Students
5 Administrators
10 Faculty (7 members be volunteer, 3 members be appointed

by the president, the appointees would include especially those faculty members who have not participated on committees, etc, in the past. (13))

In regards to this practicum, the Commission on Educational Program and Design must be considered in more detail. Some of its responsibilities will be (14):

1. Evening Program
2. Evaluation of Existing Curriculum and Career Programs
3. Curriculum Development
4. Career Program Development

Also directly related, under the Commission of Human Relations is the responsibility for Development of Administration, Faculty, Staff.

The Standing College and Campus Committees, Departmental Committees and Career Program Advisory Committees will still continue to exist. Their relation to the Commissions has not been spelled out. This relation will be developed as the Commissions are developed and an adgenda developed. Some of the Campus Committees may be abolished, others may become an integral part of some Commission.

2. Missions and Goals of the College

Purposes of the College (15):

1. Academic preparation for advanced formal study.
2. Career preparation.
3. Community services -- adult education.
4. General education.
5. Educational and occupational counseling.

Educational Objectives (16):

The Official Plan for Cuyahoga Community College which was adopted by the Board of Trustees on November 28, 1962 set forth the following student objectives:

1. To see his cultural heritage in its historical perspective.
2. To live effectively in accordance with the conditions of his physical environment.
3. To recognize and guard the rights and responsibilities of citizenship in a free society.
4. To guide his life by sound moral and spiritual values.
5. To appreciate and participate in creative activities.

6. To achieve satisfactory personal, social and community relationships.
7. To apply critical and discriminating thought to the solution of problems.
8. To accept responsibility for his decisions.
9. To develop the basic skills of communication.
10. To enjoy the benefits of a rewarding and productive vocation.
11. To acquire a positive attitude toward, and strengthened foundation for, lifelong learning.

Rights and Responsibilities of the College Community

On December 19, 1968 the College's Board of Trustees adopted a policy on Rights and Responsibilities. This policy was prepared by a committee consisting of the Board members, administrators, faculty, and students. This policy is several pages long so it will not be reproduced here. However, the first paragraph is given below because it does relate to the missions and goals of the College. The complete policy may be found in the Faculty Manual, Communication Manual and a separate student handout on Student Rights and Responsibilities.

> The Board of Cuyahoga Community College affirms that the freedom to teach and freedom to learn are inseparable facets of academic freedom; that the freedom to learn depends upon providing appropriate opportunities and conditions, particularly those fostered and observed on the College campuses; and that each member of the College community shares the responsibility to secure these general conditions conducive to the freedom to learn. The Board further affirms that these conditions have been established and shall be fostered and observed to encourage open discussion by all members of the College community, and that it is the responsibility of each member of the College community to use this opportunity for exchange of ideas, in a manner conducive with such conditions, and to endeavor to exercise their freedom with maturity and judgment.

Reading this paragraph on Student Rights and Responsibilities today in 1974 without the background of the campus disturbances of the 60's, makes it sound almost like the Carnegie Commission's statement on Instructional Technology. Freedom to learn and to teach -- providing appropriate opportunities and conditions.

The student objectives listed are good overall "goals" that can be applied to any institution. Therefore, the development of instructional technology will help the student achieve these objectives. However, to develop an effective educational plan, these broad student objectives must be broken down into more specific objectives stated in terms of measurable student behavior. Some type of evaluation must be included, otherwise how can it be determined whether the goals have been achieved?

3. District President

Dr. Ellison, the new District President, during the Fall Conference outlined his eight goals for the institution for the coming year. All of his goals touch on the subject of this practicum, but the following have direct implication (17):

4. To review the College governance structure and decision-making process and develop ways to enhance the Collegewide decision processes to insure timely and appropriate inputs of College constituencies to administrative/Board decision-making.

6. To review the College's Educational Program Plan with a focus on new ways of meeting the educational needs of adults or other non-traditional students seeking post-secondary education.

7. To facilitate and stimulate the College's program of instructional improvement.

8. To facilitate the development of a viable staff development program designed to meet the changing needs and roles of the administrative, educational and educational support staffs of the College.

4. Metropolitan Campus President

One of Dr. Stevenson's goals for this school year, is to study

campus committees to eliminate those that are not serving any real purpose, and to establish new committees with meaningful purposes. His Commission structure was outlined under 1 of the Results section; this structure will eliminate committees that do not have purpose now, they will just cease to exist.

The four campus needs which Dr. Stevenson said he would probe, and with the help of the faculty and staff do something about them, are (18):

1. The ways decisions are made and the campus and college are governed need to be examined and improved upon.
2. An effective orientation and staff development program should be organized.
3. Ways should be sought for us to interact so that distrust may be reduced and a sense of caring established.
4. Better ways must be found to evaluate the effectiveness of the learning processes we are conducting.

On Tuesday December 3, the writer met with Dr. Stevenson for about 30 minutes. The writer's practicum and the Commission for Educational Program and Design were discussed. He requested a copy of the practicum when it is completed.

5. Curriculum Development Policy and Procedure

The college-wide policy on a District-Wide Faculty Advisory Standing Committee on Curriculum was issued and made effective on November 11, 1970. (19) The objective of this policy is to establish representative method for curriculum development. The composition of this committee is three faculty members from each campus (Eastern, Metro, and Western), and one student from each campus with one alternate from each campus.

The committee serves as a deliberating and recommending body in the area of curriculum. This includes:

(a) the addition of new courses,
(b) changes in course titles, course descriptions, course sequences, and/or program titles,
(c) the deletion of existing programs, and
(d) related matters.

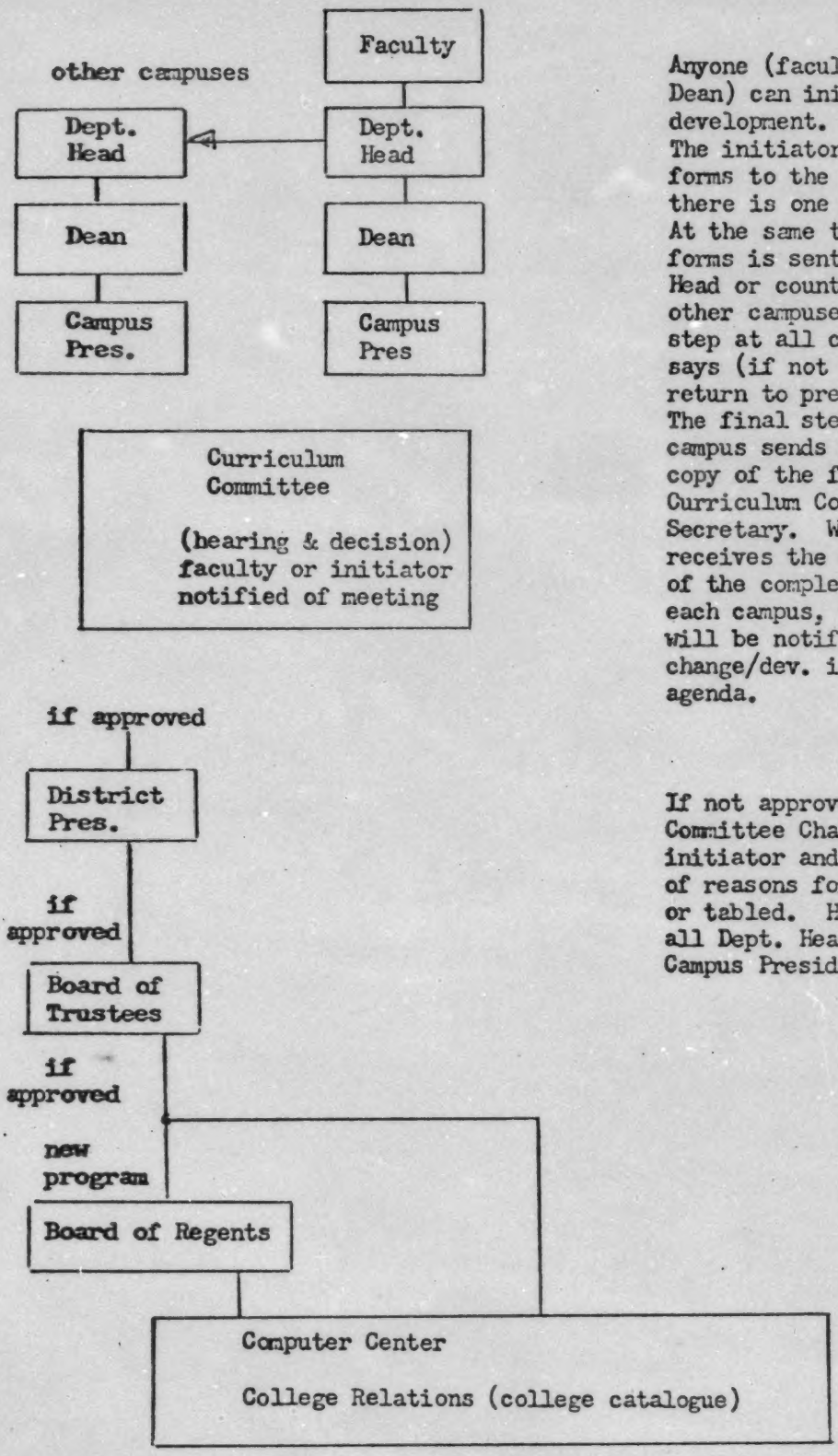
Will consider those matters brought before it which have passed through the following campus channels:

(a) initiation by any member of the faculty or other professional staff,
(b) approval by the appropriate department,
(c) The concurrence of the Department Head and his counterpart on the other campuses, and
(d) concurrence from the office of the appropriate Dean. (20)

The committee considers only those requests submitted on the form Request for Curricular Development. The policy does not say this, but the committee also considers requests submitted on the form entitled Request for Curricular Change.

The college-wide procedure on curriculum development is thirteen pages long, with most of the thirteen pages showing flow charts. This procedure was issued and made effective October 28, 1971. (21) Fig. 2 is a condensed flow chart of the curriculum development procedure. The procedure refers to the "Form", meaning the Request for Curricular Change or Development forms. The forms, latest revision Summer 1968, have one full page of instructions. However the procedure as indicated by the instruction sheet and the form itself is different from the college-wide procedure, which was written at a later date. These forms were to be experimental and to be in effect for the 1968-69 academic year, however they are still being used, and they not the college procedure, determine the actual procedure that is followed.

Fig. 2 Curriculum Change/Development



Anyone (faculty, Dept. Head, Dean) can initiate a change/ development.
The initiator sends a set of forms to the Dept. Head if there is one on his campus. At the same time a set of forms is sent to the Dept. Head or counterpart on the other campuses. At each step at all campuses, it says (if not approved, return to previous step). The final step on each campus sends the original copy of the forms to the Curriculum Committee Secretary. When the Secretary receives the original copy of the completed forms from each campus, then the Chairman will be notified and the change/dev. is put on the agenda.

If not approved, the Curriculum Committee Chairman notifies initiator and Dept. Head of reasons for disapproval or tabled. He then notifies all Dept. Heads, Deans, and Campus Presidents of action.

The instructions on the Request for Curricular Change form (22) summarized are:

Initiator: - Prepares two identical sets of request (should be three, there are now three campuses). Attaches proposed course outline or any other pertinent material to each set.
- Detaches page 7 of each set for file copies and sends remaining to Department Head of initiating Campus.

Department Head: - Considers request and sends sets to counterpart on other campuses who will also do the following:
- Adds any material which will help the Curriculum Committee in its deliberations
- Signs form
- Retains copy for file, sends copy to Curriculum Committee and sends remaining forms to Dean

On the form, there is about three-quarters of an inch for the Department Head to add his comments, date and signature. Of course he can attach additional material. Note, that the instructions did not say if you do not approve, return forms to initiator; all it said was to sign and forward to the Dean.

Dean: - Considers request and adds material or comments which will guide the committee in its deliberations.
- Signs form
- Retains copy for file, sends copy to Campus Director (Campus President) for his information, and initiator, and sends original copy to the Curriculum Committee.

Curriculum Committee: Upon receipt of the original copies from all campuses, the request will be formally considered.

The Request for Curricular Development form has an additional step between the Dean and the Curriculum Committee and that is the Campus Director, now known as the Campus President. (23)

Campus Director: - Considers request and adds any material or comments
- Signs forms
- Retains copy for file, sends copy to initiator and original copy to Curriculum Committee.

Each campus considers the change or development independently. Of course, the Departments, Deans or Campus Presidents could talk with each

other if one initiates it, however this is not automatically done.

The major difference between the procedure and the instructions on the form, and this is a very important difference, is that the procedure indicates that if anyone along the line (Department Head, Dean, Campus President) doesn't approve, the form is returned to the last person who approved it. However as mentioned before, the instructions on the forms are followed, not the procedure. No one seems to have an explanation why the college-wide procedure is not followed.

This procedure is very political. If the initiator wants to push the change, he may contact the persons involved on his and the other campuses. Note that the curriculum committee will not act on the request until the originals of each of the three sets are received. It is then possible for the Department Head, Dean, or Campus President (for Curricular Development) of any campus to delay (pocket veto) the action on the request. Also on some campuses there is no exact counterpart for the Department Head, or even no Department Head on the same campus, so it may be possible to bypass interested faculty or departments and send the request on to the Dean.

It is the writer's understanding that this policy and procedure have been revised correcting some of the deficiencies that were mentioned (Spring 1974). But there has been no indication from the District that the existing policy and procedure will be changed.

6. Vice President for Educational Planning and Development

Effective the 1974-75 school year, the College has a new District President. One of the first things he did with the concurrence of the Board of Trustees was to create and fill a new district position, that

of Vice President for Educational Planning and Development. From the Position Description and Qualifications, "the Vice President for Educational Planning and Development is responsible for the leadership and coordination of educational program planning and development activities of the College District including coordination of the College Master Plan and educational support programs." (24)

He has fourteen position responsibilities and activities, of these the following five have direct relationship to this practicum (25):

2. Coordinate College-wide support functions other than direct state and county subsidy but including student financial aid and special educational grants and awards.

3. Coordinate, monitor and update the College long-range educational program plan.

5. Review and facilitate the development of all College-wide instructional policies.

6. Recommend policies and procedures for the general College community and specifically for the area of educational planning and development.

7. Coordinate and monitor the work of College-wide Committees and Task Forces as appropriate.

As shown above, this office has direct control over policies and procedures for the development of instructional technology at the district level. On Tuesday November 26, 1974, the writer met with Dr. Robert Parilla, the Vice President for Educational Planning and Development, for about 70 minutes. The position of Vice President for Educational Planning and Development and the writer's practicum were discussed. He said that he, along with others will be working on the College's educational plan during this school year. He thought that several of the writer's recommendations had merit, he requested a copy of the practicum when it is completed.

Director of Special Assistance

Effective the fall of 1974, the Director of Special Assistance reports to the Office of Educational Planning and Development. There is no recent and accurate Position Description and Qualifications for this Office. It is planned that this description will be revised and updated January 1975. From the discussions with the Vice President of Educational Planning and Development and the Director of Special Assistance some of the responsibilities and activities of this position are:

1. Compilation and dissemination of information on availability and types of financial support for government and foundation grants for special projects.
2. Provide help in proposal writing.
3. Submission of the final proposal to the foundation or government agency.
4. Monitor the progress of all grants received by the College.
5. Coordinate and monitor the interim reporting and final close out of all grants received by the College.

On Friday December 6, 1974, the writer met with Dr. Margaret Arter, the Director of Special Assistance, for about 50 minutes. The position of Director of Special Assistance and the writer's practicum were discussed. The writer's main purpose for this discussion, was to obtain a guide to what should be contained in a proposal for the development of some type of instructional technology either for campus or external funds. She did not have a suggested proposal form, but she is hoping to develop one in the future. Each foundation and government agency ask for different information. She has been collecting proposal forms from all over the country and also collecting pamphlets on writing proposals, she shared some of these. She also requested a copy of the practicum when it is completed.

Table 1
Partial List of those Developing Instructional Technology
Metro Campus

Subject	Course Numbers	Name of Individual	No. of Years?	Support from College?	% of Time Received Support?	Meet with Faculty?	School Policy?	Serve on Policy Committee?
Accounting	410-121 410-122	Emily Milkas	5	Yes (also grant)	Minimal	Yes	Yes	Yes District
Biology	440-101 440-102 440-103	Joe Clovesko	5-6	Yes	10-20%	Yes	Yes	Yes District
Chemistry	480-101 480-109	Louis Kotnik (now a Dean)	8	Yes	less than 5%	Yes	Yes	Yes
Electrical-Electronic Engineering Tech.	540-125 540-126 540-127	Margaret Taber	3	Yes	33%	Yes	Yes	Yes
English (Learning Center)	560-091 560-092 560-093 560-095 560-096	Jan Harding (Members of Learning Ctr.)	1 4	Yes Yes	100% 100%	Yes	Yes	Yes
French	590-101 590-102 590-103 Dev. French	Ruth Solis	10	Yes	Minimal	Yes	Yes	Yes
Geography	600-101 600-102	Richard Parish	3	Yes	?	No	Yes	Yes

Health Core Curriculum	624-100 440-121 440-128 710-102 690-100	Tom McCort	4	Yes (also grant)	100% (grant)	Yes	Yes	Yes
Mathematics	690-091 690-095 690-101	Jack Porter	4	Yes	100%	Yes	Yes	Yes
Physics	780-101 780-102	Joan Zinn	2	Yes	Minimal	Yes	Yes	Yes
Psychology	810-101 810-102	Edwin Chamberlain	2+	Yes (also grant)	33%	Yes	?	Yes
Social Science	840-103 840-104	Mark Ludwig	3	Yes	100%	Yes	Yes	Yes

7. Instructional Technology on the Metro Campus

Interviews of from 30 to 60 minutes in length were held with those individuals listed in Table 1. To obtain the names of faculty who are involved with Instructional Technology was a project in itself. Most of the names of the individuals listed were obtained from those listed in Table 1, by asking them if they knew anyone else working with innovative curriculum development. There is only one other area the writer is aware of that is not in Table 1, and that is Nursing. The whole Nursing program is being taught using various types of individualized instruction. The material was developed externally, Learning Experience Guides for Nursing Students published by John Wiley and Sons Incorporated.

There was no real attempt to make the list given in Table 1 a comprehensive list. The writer wanted to sample the faculty, but with the sample representing those most predominately known to be experimenting with various innovative curriculum development.

The questionnaire given in Appendix A was used as a guide during the interviews. One copy of the questionnaire was given to the individual for reference during the interview and for his files. The writer completed a copy of the questionnaire during the interview.

Most of the individuals listed in Table 1 are working with some type of individualized instruction. They started to develop their innovative materials because they wanted to try a different, maybe better, way of providing instruction. Many attended a meeting or workshop in which the method was used, or read about the method in a journal. None started working on their method because of an administrative request.

The question of what percentage of time spent on the development of

your materials have you received some type of support, was a difficult one for all to answer. All recognized that finding better methods of instruction is part of all instructor's responsibility, so how much of the development is above that required, is difficult to answer. Some have received funding during the years spent on the development, but the actual amount of money received per number of hours spent was very low.

As shown in Table 1, almost all of the individuals would like to meet periodically with other members of the faculty who are working on innovative materials. Most suggested that time should be allotted during the Fall Faculty Conference, this could include district personnel. All felt that there should be a school policy and procedure for those seeking funding for their instructional technology. But the policy and procedure should not be too rigid so that it prevents innovation. All said that they would be willing to serve on a committee to recommend a policy and procedure, but some specifically stated it must be a district committee.

The faculty listed in Table used various methods to obtain support (monies) to develop their materials. Many went to the previous Campus President and asked for help, of these some had help from their Department Head. Some faculty have applied for grants from the government or foundations and have been accepted.

During the interviews with the faculty, the writer found that a committee whose members were interested in instructional technology did exist on Campus. The name of the committee is the Learning Resources Committee. The membership is composed of two from the library staff,

one from the Educational Media Center and several of the faculty listed in Table 1. This committee is not a standing committee on campus, in fact only the members know of its existence. They met twice during the Spring Quarter and formulated the following Statement of Philosophy:

> Recognizing that students at CCC learn at different rates and in different ways, the Learning Resources Task Force sees itself as a forum for discussion and implementation of ways in which students can meet course goals and objectives. The Task Force will encourage interdisciplinary activities, guarantee diversity of educational method, and provide support for experimental projects. Our goals and objectives will be to identify and explain possible mechanisms for an adaptable educational environment and define a process of supporting, maintaining, evaluating and modifying such an environment.

At their October 1974 meeting they viewed a video tape on "Quidelines for Two-year College Learning Resource Programs" and started to discuss the goals and objectives of the committee. Committee members were to submit their statement of goals and objectives by December 1.

When the writer found out about this committee, she contacted the Chairman Gorman Duffett and discussed her ideas, explained the practicum, and requested to be a member. It was agreed. Mr. Duffett planned to have a meeting shortly after December 1.

The writer formulated the goals and objectives of an Instructional Technology Committee, see Appendix B. On December 3, the writer called Mr. Duffett about the meeting. Only one other member had submitted anything on goals and objectives, but Mr. Duffett felt there would be enough for a meeting.

The meeting was held on Thursday, December 5. The turn-out was small (6) because of the short notice and previous plans made by some of the members. First the writer wanted clarified that the committee did

want to be concerned with the broad definition of instructional technology, not just establishing a Learning Resource Center. They felt the goals and objectives as listed by the writer were reasonable. The main concern of the committee was to be recognized and to continue to exist with the establishment of the Commissions. It was felt that it would be best to have representation on the Commission of Educational Program and Design. Three faculty members, including the writer, said they would volunteer.

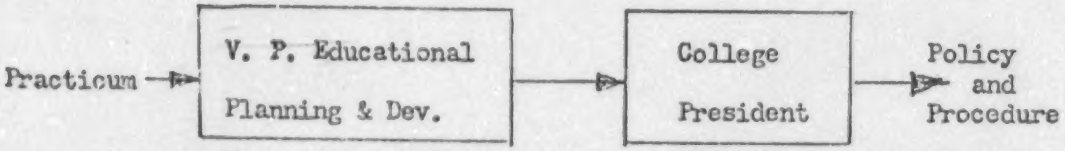
The writer then suggested that the first service of the committee should be to prepare a pamphlet on Instructional Technology on the Metro Campus. The covering letter and questionnaire are included in Appendix C. The committee said that they would sponsor this. This will provide those working with instructional technology recognition. It will also inform everyone on the Campus of what is being done and what help and services are available.

9. Strategies for a Policy on Instructional Technology

Strategy #1

Strategy #1 is shown in block diagram form in Fig. 3.

Fig. 3 Strategy #1

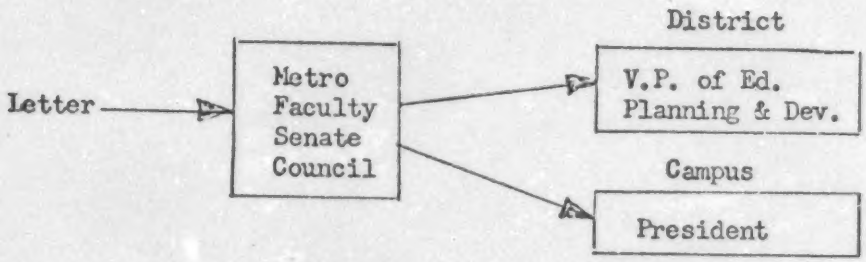


The possible sources for college-wide policy are limited to government bodies, the Board of Trustees, and the College President. The College President was chosen. The District Vice Presidents, in particular the Vice President for Educational Planning and Development - Dr. Parilla, act in a consultative capacity to the College President. One of the responsibilities of this particular V. P. is to recommend policies and procedures, specifically for the area of educational planning and development. As indicated earlier a discussion was held with Dr. Parilla, at which time he requested a copy of this practicum. Since he requested the copy, he will probably read it. The Director of Special Assistance, who is under this Vice President, will also be reading this practicum and can influence him. Therefore this practicum will be the vehicle to obtain a college-wide policy.

Strategy #2

Strategy #2 is shown in block diagram form in Fig. 4.

Fig. 4 Strategy #2



While Campus operational policy and procedure is the responsibility of the Campus President, the Faculty Senate is one of the advisory committees to the President. This strategy started in February of this year. At this time, the writer wrote the following letter to the Chairman of the Metropolitan Faculty Senate:

> There should be an Innovation Committee established on the Metro Campus for the following reasons:
> 1. To provide those faculty and administrators who are interested in innovation a place to share ideas. Students should also be involved.
> 2. To learn what innovations are actually taking place at Metro and throughout the District. Members of one department may develop something other departments may be able to use. It could prevent duplication of effort.
> 3. To make recommendations to administration about the needs and use of facilities for the various individualized instruction programs, and about school policy on support of innovation.
>
> If such a committee is formed, I volunteer to be a member.

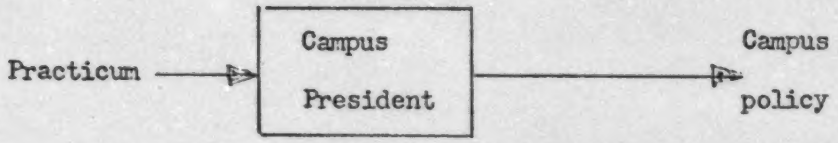
Very little happened with this during the spring. The writer did appear before Senate Council for about 10 minutes in June. They said they would consider this further. This fall the new Senate Chairman called me. He said this should be pursued, and he was sending a copy of the memo along with his comments to someone in administration because this should also be considered on the District level. On December 3, the Faculty Senate Council approved the committee.

In addition to influencing the Campus President by this action, the President of the Senate sent a letter with a copy of the original memo to Dr. Parilla, saying this is a recommendation from the Metro Faculty Senate. He asked for his comments and said he would be glad to meet with Dr. Parilla in regards to this. Thus this second strategy directly reinforced the first by providing Faculty Senate pressure on the one college-wide policy maker which has been already influenced.

Strategy #3

Strategy #3 is shown in block diagram form in Fig. 5.

Fig. 5 Strategy #3

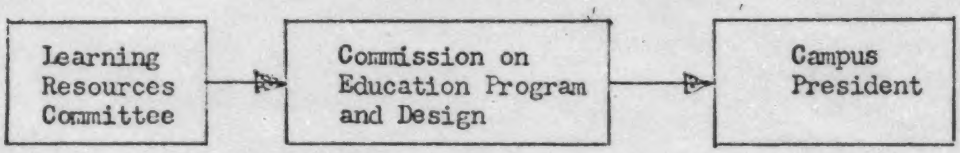


Since each campus operational policy is the responsibility of the individual Campus President, the shortest route is to the President directly. On October 22, 1974, a letter about the practicum went to Dr. Stevenson, see Appendix D. His reply, also see Appendix D, gives an open invitation for those concerned with innovative curriculum development to meet with him and the deans. The writer will discuss this with the Learning Resources Committee during the Winter Quarter. Also as indicated earlier, a discussion was held with Dr. Stevenson at which time he requested a copy of this practicum. The practicum itself will be the second vehicle to influence Campus policy.

Strategy #4

Strategy #4 is shown in block diagram form in Fig. 6.

Fig. 6 Strategy #4



Another method of attack at the Campus level is through the Commission on Educational Program and Design, since the recommendations of the Commissions will be followed unless written rebuttal is supplied by the President. Administrators, faculty, and staff interested in instructional technology should provide input to the Commission. As indicated earlier, the Learning Resources Committee will supply input to the Commission both directly by membership on the Commission and indirectly by continuing to exist as a committee and exerting influence in the capacity of a unified body.

RECOMMENDATIONS

Metropolitan Campus

1. Metro Campus of CCC accept the Carnegie Commission's broad definition of instructional technology. This may be part of a District policy.
2. Metro Campus of CCC issue a statement encouraging the use of instructional technology by all administrators, faculty, staff, and students. Examples of encouragement should be given. Recommendations listed under 1 and 2 can be accomplished by an insert to the Metro Faculty Manual.
3. When monies are available for instructional technology, announce it to everyone, not just to Deans and Academic Unit Leaders. Anyone who wants to apply should follow the District Procedure given in Appendix F. Notify everyone about projects approved. Periodically notify everyone about the progress of the projects. This should stimulate interest and competition.
4. Place emphasis on other areas of staff development. Instructional technology is only one phase of the educational improvement program. Important as it is, the other areas must not be neglected. For a comprehensive list of inservice (and preservice) items, see pages 8 and 9 of reference 2. In fact, the whole reference has many excellent ideas.
5. Recognize a Campus Committee on Instructional Technology (this may be the Learning Resources Committee now on Campus). It should provide input to the new Commission on Educational Program and Design. Representatives on this committee should be from the

library, EMC, counselors, faculty, and administrators engaged in instructional technology.

6. The Committee on Instructional Technology through the new Commission structure, or by conference with the Campus President and Deans recommend monitary backing of various instructional technology projects. Their recommendations may also include use of facilities.
7. The Instructional Technology Committee provide resourse people on various instructional technologies. However, outside resourse people, possibly District sponsored, should be included. This would show faculty and professional staff that the Campus does encourage instructional technology.
8. The Instructional Technology Committee be responsible for one day of the Fall Faculty Conference. This may be part of the District Conference.
9. Provide secretarial help to publish a pamphlet on Instructional Technology on the Metro Campus. This should include a brief description of the instructional technologies used by the faculty, counselors, and administrators, and the sources of help available Instructional technologies should be listed under departments with instructor's name and department in the index. It should be updated once a year. See Appendix C for covering letter and questionnaire.
10. Appoint three members of the Campus Instructional Technology Committee to the District Committee on Instructional Technology. These members would represent their campus at District meetings, and also report what is happening at the District level to the campus committee and Commission.

11. Arrange inservice training in the use of media, various types of instructional techniques, non-traditional programs, etc., if the District does not provide such training. Certificates of attendance should be awarded so that they may be part of the individual's college file for evaluation purposes. These training sessions may take place during the Conference days, evenings or on Saturdays.

District

1. The District adopt a positive program to implement a policy on instructional technology. This should include an effective feedback system to assure input from classroom instructors. The suggested policy and procedure are given in Appendixes E and F.

As shown in the procedure, copies of the proposal for funding are forwarded to three separate locations. The first is the Department Head from whom it proceeds up through administrative channels. Second is the Chairman of the Campus Committee on Instructional Technology, if such a committee exists. The last copy goes to the Director of Special Assistance. The following are the reasons for this procedure.

Some faculty have said that in the past their proposals did not reach the Campus President, because either the Department Head or Dean did not forward them. In this procedure even should the Department Head or Dean not approve, if the Campus Committee felt that the proposal should be considered then it could use its committee strength to bring the proposition to the attention of the Commission or directly to the President.

One copy of the proposal is forwarded to the Director of Special Assistance so she can decide if the project would qualify for funding through a foundation or government grant. Since this office is under the Vice President of Educational Planning and Development, the V. P. would be aware of the various projects the faculty and professional staff would like to undertake. A file of proposals set up by the Director of Special Assistance would serve as a reference library on all instructional technology projects. This would eliminate the frantic last minute school wide searches occasioned by offers of grants made close to the proposal expiration date.

2. Issue a firm statement of support for the policy on instructional technology. The statement should be as specific as possible. At the same time it should judiciously point out that the history of failures is equally as important as the story of successes.
3. Set aside from one-half to one full day during the Fall Conferences for a meeting of all those persons interested in instructional technology from all three campuses. Groups would probably have to be subdivided either into subject areas or types of instructional technologies used. Representation from all three campuses is important because this Conference provides the (only) opportunity each year for all three groups to engage in meaningful discussion.
4. Have inservice training in the use of media, various types of instructional techniques, non-traditional programs, needs of the CCC student, etc. Certificates of attendance should be awarded so that they may be part of the individual's personnel file.

Administration cannot force innovation on anyone. People tend to like an idea or method if they discover it for themself, or if they think the discover it. Therefore the administration must provide materials and settings so that faculty, counselors, and administrators may learn the "truth" for themself.

Each inservice session should consist of two parts, the instructional phase and the application phase. For example if the session were on behavioral objectives, then in the morning have an expert discuss behavioral objectives. In the afternoon have the faculty being final exams from their favorite subjects. The faculty would then break up by departments or possibly by subjects. Each group would then write its course objectives using the final exams to indicate possible goals to be achieved. Finally each instructor could break down their own course into units or modules, and then as time permits, write objectives for one unit.

The faculty then leaves the session with something they can use. Even if they do not apply the instructional objectives in their courses, the time will not be wasted. Any efforts instructors expend thinking about what they are trying to accomplish in a course will translate into an improvement in the final presentation of that subject.

5. Establish a College-wide Committee on Instructional Technology. This will be an advisory committee on instructional technology and on staff development in instructional technology. Its purposes include recommending policy and procedures, sharing information, providing advisory services for faculty and professional staff, and

organizing and planning for an annual internal conference. The membership of this committee should include the Vice President for Educational Planning and Development and his staff, plus one administrator and three members on the Campus Instructional Technology Committee from each campus. If no such committee exists on a campus, the Campus Senate will appoint the three members to the college-wide committee. Since there is interest throughout the State of Ohio in a State-wide Committee on Instructional Technology, this college-wide committee could be a pilot model.

6. Publish a pamphlet on Instructional Technology at Cuyahoga Community College. This publication should contain a brief description of the instructional technologies used in the College and a list of the sources of help or services that the District can provide. Most of the material for this publication should come from the individual campuses (see recommendation 9 for Metro Campus). Compilation of the materials for this publication will allow the District to see what each campus is doing with instructional technology. Any unnecessary duplication of effort at the campuses should be evident. Steps could then be taken to provide necessary coordination between campuses.

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APPENDIX A

Your Name_____ Title _____

Department_____

Name and number of course or courses in which you have done innovative curriculum development:

_____ _____

_____ _____

_____ _____

Are you working with individualized instruction? Yes(___) No(___)

If yes, please describe

PSI (Keller Plan) written material only _____

Audio-tutorial (study guide and tape) _____

Visual-audio-tutorial (slides or film, tape and study guide)___

Other (describe) _____

_____

If you are not working with some form of individualized instruction, please describe innovative material:

Slides to help students understand lecture _____

Overheads or transparencies _____

Audio tape or video tape lectures so student can listen at his own convenience _____

Other (describe) _____

_____

Why or how did you start working on your innovative materials? (Check all that apply)

Administrative request_____

Read about method in a journal____

Attended a meeting or workshop in which method was used _____

To find a better way of instruction _____

Other (describe) _____

_____

Have you attended any institutes or work shops to learn about the type of innovation you are using? Yes(___) No(___)

Did the College request that you attend? Yes(___) No(___)

Did the College pay for part or your total expense? Yes(___) No(___)

How many quarters or years have you been working on your innovative material?_____

How many hours of your own time have you spent? _____total

Have you received any support from the College? Yes(___) No(___)
If yes, please describe:
Release time ____ , describe_____
Extra pay curriculum development assignment____, describe_____
_____

Summer curriculum development assignment_____, describe_____
_____

Other (describe)_____
_____

For what percentage of your time spent on your materials have you received some type of support? _____%

How did you obtain support?
Department Head helped_____
Went directly to Campus President and asked_____
Applied for grant and was accepted_____
Other (describe)_____
_____

Would you like to meet periodically with other members of the faculty who are working on innovative material? Yes(___) No(___)
Comments_____
_____

Should there be a school policy on innovative curriculum development (Contain encouragement of innovation, method of application for support, etc.)? Yes(___) No(___)
If you said yes, what should the policy contain?_____
_____

Would you be willing to serve on a committee to recommend policy on innovative curriculum development to the administration? Yes(___) No(___)
If you said no, why? Do you consider it a waste of time?_____
_____

Thank you,
Marge Taber
Cuyahoga Community College

APPENDIX B

Instructional Technology Committee

Definition of Instructional Technology:

The enrichment and improvement of the conditions in which human beings learn and teach achieved through the creative and systematic organization of resources, physical arrangements, media, and methods.

Carnegie Commission on Higher Education

Statement of Goals and Objectives:

1. To provide a clearinghouse for projects undertaken at the Metro Campus and results achieved. With secretarial help provided by the College, publish a pamphlet listing types of instructional technology in practice on Campus and what sources of help are available on Campus.

2. To provide faculty, counselors, staff, administrators, and students who are interested in instructional technology a place to share ideas and techniques.

3. To stimulate ideas for innovative approaches to the educational objectives of the College.

4. To provide resources, such as faculty, methods, and equipment available, to help faculty and staff implement their ideas.

5. To help faculty and staff with proposals for instructional technology development funds.

6. If requested, assist the Campus President and Deans review proposals for instructional technology development funds.

7. To make recommendations to the administration (directly and through the Commissions) about the needs and use of facilities for instructional technology.

8. To make recommendations to the administration (directly and through the Commissions) about school policy on instructional technology.

9. To review new developments in instructional technology and to provide information to the faculty concerning such developments. When appropriate, arrange for demonstrations.

APPENDIX C

To: Faculty, Counselors, and Administrators at the Metro Campus

From: The Learning Resources Committee

Subject: Instructional Technology

Many of the faculty, counselors, and administrators at the Metro Campus of CCC are using or have been involved with one or more of the "new" practices. Some may call these "new" practices innovative instruction, innovative curriculum development, non-traditional study, educational technology, etc. Whatever you call it, the Learning Resources Committee would like to know if you are working with any of the new practices and what you are doing.

We are going to publish a pamphlet showing the involvement of the faculty, counselors, and administrators and what services are available in Instructional Technology at the Metro Campus of CCC. If you would like to be included, please complete the attached questionnaire and return it to Marge Taber, S & T 122 I, within two weeks.

Definition of Instructional Technology:

> The enrichment and improvement of the conditions in which human beings learn and teach achieved through the creative and systematic organization of resources, physical arrangements, media, and methods. Carnegie Commission on Higher Education

If you are not doing anything with the "new" practices, but are interested in learning more about them, please check the last question, complete your name, title, and department, and return the questionnaire.

Your Name_____ Title_____

Department_____

Name and number of course or courses in which you are using one of the "new" practices:

_____ _____

_____ _____

_____ _____

Which of the following "new" practices are you using?

Individualized Instruction ____

____Personalized System of Instruction (PSI) or Keller Plan
____Audio Tutorial
____Visual-audio-tutorial
____Programmed instruction
____Other (describe)_____

_____

____Behavioral objectives
____Multimedia instruction
____Team teaching
____Performance contracting
____Flexible scheduling
____Other (describe)_____

____ External course or degree program
____Television instruction
____Computer Assisted Instruction

_____

For publication in the pamphlet on Instructional Technology, please briefly describe the "new" practice you are using. (print or type)

_____

_____

_____

_____

If you are not doing anything with the "new" practices, but are interested in learning more about them, please check_____

Send to: Marge Taber
Engineering Tech.
S & T 122 I

October 22, 1974

Dr. David Stevenson

Mrs. Margaret Taber

Fall Quarter Practicum for Nova University

The title of my practicum for Nova for the fall quarter is, A Strategy to Obtain a School Policy on Innovative Curriculum Development.

I plan on studying the educational objectives, philosophy, and purposes listed in the catalog, Dr. Ellison's eight major administrative goals, and your goals for our Campus to see if a policy on innovative curriculum development is consistent with these. I will also determine how the roles of Vice President for Educational Planning and Development and Director of Special Assistance help innovative instructional development. I will determine the strategy used by several Metro faculty to obtain support for development of their instructional materials. And I will examine some of the current literature to determine what is being done throughout the country. With the above information as background, I will then try to help establish an Innovative Curriculum Development Committee (campus or district committee?). The committee can then recommend policy to the administration.

Dr. Stevenson, I believe one of your goals for this school year was to study campus committees to eliminate those that are not serving any real purpose, and to establish new committees with meaningful purposes. Do you have your goals that were given at the Fall Conference in writing? I do have the October 7, 1974 copy of Metro which you state the four campus needs. Do you consider these as part of your goals? Your help in this area and comments about a committee and policy on innovative curriculum development would be appreciated. Thank you.

CUYAHOGA COMMUNITY COLLEGE 50

Inter-Office Memorandum

TO: Mrs. Margaret Taber, Deans Cook, Jefferson, Kotnik, and Lorion

DATE: November 12, 1974

FROM: David Stevenson, President, Metropolitan Campus D Stevenson

SUBJECT CURRICULUM DEVELOPMENT

I am responding to your October 22 note concerning the desirability of a policy on Innovative Curriculum Development, and a committee to forward the interests of those who are concerned with Innovative Curriculum Development on our campus.

I believe that this is a question which all of the Deans may well be concerned with, and that it would be well for the Deans and the primary people on our campus who are concerned with Innovative Curriculum Development to meet together to discuss the problems of the administration of these courses and their development. I do not see the necessity for the need of a committee on the question, although the concerns of you and others should certainly be taken into consideration in a serious and constructive manner. You should be aware, also, that the Campus President's budget contains some monies for curriculum development, and that he had previously exercised his judgment, upon the advice of others, on how these funds are to be distributed. As Campus President, I do not believe that I could turn over this responsibility to a committee, although I would be glad to receive advice from the committee on how the funds are to be distributed. Under the policies advanced on November 14 it may well be that this area will be considered under one of the commissions as well.

DS:mlc

APPENDIX E

COLLEGE-WIDE POLICY

Title of Policy:

District-Wide Policy on Instructional Technology

Objective of Policy:

To show District support of Instructional Technology and establish a representative method for development of Instructional Technology.

Policy Statement:

Instructional Technology

Cuyahoga Community College accepts the broad definition of instructional technology as defined by the Carnegie Commission on Higher Education:

> The enrichment and improvement of the conditions in which human beings learn and teach achieved through the creative and systematic organization of resources, physical arrangements, media, and methods.

District Support

The College encourages and supports the development of instructional technology. The College will seek ways of providing funds, facilities, and other services required.

College-wide projects will be considered by the Vice President for Educational Planning and Development or his appointed representatives. Only those requests forwarded in writing in accordance to the College-wide Procedure on Instructional Technology Development will be considered.

Campus projects will be considered by the Campus President or his appointed representatives. Only those requests forwarded in writing in accordance to the College Wide Procedure on Instructional Technology Development will be considered.

All College-wide and Campus projects will be examined by the Director of Special Assistance for possible funding by external foundations or government agencies.

The Office of Institutional Research will assist evaluation of each project funded.

The Office of Institutional Research will maintain a file of final reports for each project funded by the College.

APPENDIX F

COLLEGE-WIDE PROCEDURE

Title of Procedure:

Instructional Technology Development (Request for Support)

Objective of Procedure:

Current instructional technology development system at Cuyahoga Community College.

Procedure Statement:

1. Prepare three copies of your proposal for distribution shown in steps 2, 3, and 4. If requested, the Campus Committee on Instructional Technology will provide help with your proposal. The proposal should include the answers to the following questions:

   What is the Problem? (Include Course Name and Number)
   How do you propose to solve this problem? (Procedure and schedule of development)
   Do you have a sample of your instructional technology? (For example, if you plan to break a course down into units and prepare some type of individualized instruction, do you have one unit already prepared?)
   Have you tried your instructional technology on a small scale? If so, describe.
   What are the estimated costs? (List all personnel and facilities required)
   What criteria will you use to evaluate your project?

2. Send one copy of your proposal to your Department Head or your immediate supervisor. Include sample of your instructional technology with this copy.

   a. Department Head:
      1. Consider the project.
      2. In a memo indicate your approval or disapproval with reasons.
      3. Forward the proposal and your memo to the appropriate Dean.
      4. Send copy of your memo to initiator.

   b. Dean:
      1. Consider the project.
      2. In a memo indicate your approval or disapproval with reasons.
      3. Forward the proposal, memo from Department Head, and your memo to Campus President or his appointed representatives.
      4. Send copy of your memo to Department Head.

c. Campus President or his appointed representatives:
   1. Consider the project.
   2. In a memo indicate your approval or disapproval with reasons.
   3. If project is of College-wide scope, forward the proposal, along with your memo, and memos from the Department Head and Dean to the Vice President for Educational Planning and Development or his appointed representatives.
   4. Send copy of your memo to initiator. If project was not approved also return the proposal. The memos from the Department Head and Dean are filed in your file.

3. Send one copy of your proposal to the Campus Committee on Instructional Technology.
   Campus Committee on Instructional Technology:
   a. File copy of proposal for possible future action.
   b. If requested by initiator, consider the project.
   c. If requested by initiator, forward committee comments to Campus President or his appointed representatives.

4. Send one copy of your proposal to the Director of Special Assistance.
   Director of Special Assistance:
   a. Consider the project.
   b. In a memo, indicate if the initiator should apply for external funding.
   c. If you suggest the initiator apply for external funding:
      1. Send copy of your memo to the President of the Campus of the initiator.
      2. File copy of your memo with proposal in a follow-up file.
      3. Send copy of your memo with information about application for the particular grant.
   d. If you said no external assistance is available now, send copy of your memo to initiator. Retain copy of proposal for one year, for possible future grants.

5. If your project is approved and funded, within one school quarter after the project is completed submit a written report. This report must include the following:
   Introduction
   Procedures
   Results
   Evaluation of the Project
   Recommendations

   Copies of this report are sent to the following:
   Department Head
   Campus President
   Secretary of Campus Committee on Instructional Technology
   Director of Institutional Research

UNIVERSITY OF CALIF.
LOS ANGELES
JAN 23 1976
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